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6



A View from the Mountaintop

Martin Luther King, Jr.

AUTHOR NOTES —

Martin Luther King, Jr., a Baptist minister, was the main leader of the American civil rights movement in the 1950s and 1960s. His civil rights activities began in 1955 in Montgomery, Alabama, where he led a boycott of the city's segregated bus system. As a result of the boycott, the United States Supreme Court ordered Montgomery to provide integrated seating on public buses.

As the civil rights movement grew, King was involved in major demonstrations in Albany, Georgia, and in Birmingham, Alabama. His most famous appearance was at the massive "March on Washington" in 1963. Over 200,000 Americans, black and white, gathered at the Lincoln Memorial in Washington, D.C. There King delivered his well-known "I Have a Dream" speech.

Though King advocated nonviolence, he himself was often the target of threats and attacks. In 1968, while in Memphis, Tennessee, to support a strike by black sanitation workers, King was assassinated. In the United States, his birthday is observed as a national holiday on the third Monday in January.

VOCABULARY, PART ONE —

All of these terms are in the story you are about to read. Study each term and its meaning. Then answer the questions below.

As you read the story, notice how each vocabulary term is used. You will have more questions about the terms later.

parable, a story that teaches a moral
meandering, following a winding, wandering course
conductive, promoting or helping bring about a result
ambushing, making a surprise attack from a hidden position
lure, to attract for the purpose of snaring
seizure, the act of taking something or someone by force
readiness, preparedness; willingness
demented, crazy; insane
rally, come together to offer aid
longevity, long life

Selections from the Black, Book One

1. Which word might describe the actions of a person who walks around talking loudly to herself? _____
2. Which word describes the action of attracting an animal into a trap? _____
3. Which word identifies a tale showing why people should treat each other kindly? _____
4. Which word describes what a group of people do when they meet to give support to a friend? _____
5. Which word could describe the police's taking of a shipment of illegal drugs? _____

A READING PURPOSE —

In this text from his final speech, Dr. Martin Luther King talks about almost dying. As you read his words, decide what his feelings about life and death were.

- 1 I remember when Mrs. King and I were first in Jerusalem. We rented a car and drove from Jerusalem down to Jericho. And as soon as we got on that road, I said to my wife, "I can see why Jesus used this as a setting for his parable [of the Good Samaritan]." It's a winding, meandering road. It's really conducive for ambushing. You start out in Jerusalem, which is about 1200 miles, or rather 1200 feet above sea level. And by the time you get down to Jericho, fifteen or twenty minutes later, you're about 2200 feet below sea level. That's a dangerous road. In the days of Jesus it came to be known as the "Bloody Pass."
- 2 And you know, it's possible that the priest and the Levite looked over that man on the ground and wondered if the robbers were still around. Or it's possible that they felt that the man on the ground was merely faking. And he was acting like he had been robbed and hurt, in order to seize them over there, lure them there for quick and easy seizure. And so the first question that the Levite asked was, "If I stop to help this man, what will happen to me?" But then the Good Samaritan came by. And he reversed the question: "If I do not stop to help this man, what will happen to him?"
- 3 That's the question before you tonight. Not, "If I stop to help the sanitation workers, what will happen to all of the hours that I usually spend in my

office every day and every week as a pastor?" The question is not, "If I stop to help this man in need, what will happen to me?" "If I do not stop to help the sanitation workers, what will happen to them?" That's the question.

- 4 Let us rise up tonight with greater readiness. Let us stand with a greater determination. And let us move on in these powerful days, these days of challenge to make America what it ought to be. We have an opportunity to make America a better nation. And I want to thank God, once more, for allowing me to be here with you.
- 5 You know, several years ago, I was in New York City autographing the first book that I had written. And while sitting there autographing books, a demented black woman came up. The only question I heard from her was, "Are you Martin Luther King?"
- 6 And I was looking down writing, and I said yes. And the next minute I felt something beating on my chest. Before I knew it I had been stabbed by this demented woman. I was rushed to Harlem Hospital. It was a dark Saturday afternoon. And that blade had gone through, and the X-rays revealed that the tip of the blade was on the edge of my aorta, the main artery. And once that's punctured, you drown in your own blood—that's the end of you.
- 7 It came out in the *New York Times* the next morning, that if I had sneezed, I would have died. Well,

about four days later, they allowed me, after the operation, after my chest had been opened, and the blade had been taken out, to move around in the

In his final message, Dr. King urges black people to meet the challenge of making a better America.

wheel chair in the hospital. They allowed me to read some of the mail that came in, and from all over the states, and the world, kind letters came in. I read a few, but one of them I will never forget. I had received one from the President and the Vice-President. I've forgotten what those telegrams said. I'd received a visit and a letter from the Governor of New York, but I've forgotten what the letter said. But there was another letter that came from a little girl, a young girl who was a student at the White Plains High School. And I looked at that letter, and I'll never forget it. It said simply, "Dear Dr. King: I am a ninth-grade student at the White Plains High School." She said, "While it should not matter, I would like to mention that I am a white girl. I read in the paper of your misfortune, and of your suffering. And I read that if you had sneezed, you would have died. And I'm simply writing you to say that I'm so happy that you didn't sneeze."

And I want to say tonight, I want to say that I am happy that I didn't sneeze. Because if I had sneezed, I wouldn't have been around here in 1960, when students all over the South started sitting-in at lunch counters. And I knew that as they were sitting in, they were really standing up for the best in the American dream. And taking the whole nation back to those great wells of democracy which were dug deep by the Founding Fathers in the Declaration of Independence and the Constitution. If I had sneezed, I wouldn't have been around in 1962, when Negroes in Albany, Georgia, decided to straighten their backs up. And whenever men and women straighten their backs up, they are going somewhere, because a man can't ride your back unless it is bent. If I had sneezed, I wouldn't have been here in 1963, when the black people of Birmingham, Alabama, aroused the conscience of this nation, and brought into being the Civil Rights Bill.

If I had sneezed, I wouldn't have had a chance later that year, in August, to try to tell America about a dream that I had had. If I had sneezed, I wouldn't have been down in Selma, Alabama, to see the great movement there. If I had sneezed, I wouldn't have been in Memphis to see a community rally around those brothers and sisters who are suffering. I'm so happy that I didn't sneeze.

And they were telling me, now it doesn't matter now. It really doesn't matter what happens now. I left Atlanta this morning, and as we got started on the plane, there were six of us, the pilot said over the public address system, "We are sorry for the delay, but we have Dr. Martin Luther King on the plane. And to be sure that all of the bags were checked, and to be sure that nothing would be wrong with the plane, we had to check out everything carefully. And we've had the plane protected and guarded all night."

And then I got into Memphis. And some began to say the threats, or talk about the threats that were out. What would happen to me from some of our sick white brothers?

Well, I don't know what will happen now. We've got some difficult days ahead. But it doesn't matter with me now. Because I've been to the mountaintop. And I don't mind. Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the promised land. I may not get there with you. But I want you to know tonight, that we, as a people will get to the promised land. And I'm happy, tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord.

Starting Time	<input type="text"/>
Reading Time	<input type="text"/>
Finishing Time	<input type="text"/>
Reading Rate	<input type="text"/>

COMPREHENSION —

Read the following questions and statements. For each one, put an X in the box before the option that contains the most complete or accurate answer.

1. In the days of Jesus, the road from Jerusalem to Jericho was known as
 - ☐ a. Holy Way.
 - ☐ b. God's Highway.
 - ☐ c. the Sacred Ground.
 - ☐ d. the Bloody Pass.
2. Dr. King attributes his attack in New York City to
 - ☐ a. overwork.
 - ☐ b. his attacker's mental illness.
 - ☐ c. propaganda published by white racists.
 - ☐ d. his book.
3. Dr. King describes the journey from Jerusalem to Jericho using
 - ☐ a. spatial relationships.
 - ☐ b. a simple list.
 - ☐ c. details given in order of importance.
 - ☐ d. chronological order.
4. What is the main question Dr. King wants people to ask themselves after hearing the parable of the Good Samaritan?
 - ☐ a. "If I do not stop to help this man, what will happen to him?"
 - ☐ b. "Who is going to help the sanitation workers?"
 - ☐ c. "If I do not stop to help the sanitation workers, what will happen to them?"
 - ☐ d. "Why should I stop to help the sanitation workers?"
5. The plane delay leads us to believe that Dr. King's dream
 - ☐ a. was opposed by some people.
 - ☐ b. could never be realized.
 - ☐ c. met with disapproval from the pilot and crew.
 - ☐ d. would become a dream shared by all.
6. The element that made the young girl's letter memorable was its
 - ☐ a. white author.
 - ☐ b. expression of concern.
 - ☐ c. honest innocence.
 - ☐ d. surprising humor.
7. This speech of Dr. King's was delivered in support of
 - ☐ a. law and order.
 - ☐ b. a new book.
 - ☐ c. free enterprise.
 - ☐ d. striking workers.
8. The tone of the selection is one of
 - ☐ a. bitterness.
 - ☐ b. humor.
 - ☐ c. optimism.
 - ☐ d. criticism.
9. In the Memphis speech Dr. King is revealed as being
 - ☐ a. an activist.
 - ☐ b. inflammatory.
 - ☐ c. political.
 - ☐ d. a racist.
10. When Dr. King says the students were "taking the whole nation back to those great wells of democracy which were dug deep by the founding fathers," he is using
 - ☐ a. a metaphor.
 - ☐ b. a simile.
 - ☐ c. onomatopoeia.
 - ☐ d. personification.

Comprehension Skills

1. recalling specific facts
2. retaining concepts
3. organizing facts
4. understanding the main idea
5. drawing a conclusion
6. making a judgment
7. making an inference
8. recognizing tone
9. understanding characters
10. appreciating literary forms

VOCABULARY, PART TWO —

Write the term that makes the most sense in each sentence.

conductive rally
readiness parable
meandering

1. To teach a lesson through a story, Dr. King would sometimes use a _____.
2. Sometimes a teaching story could be _____ rather than getting to the point directly.

3. King hoped his followers had the _____ to make America what it ought to be.
4. He wanted them to _____ around the striking sanitation workers and show support for their cause.
5. Strong support might be _____ to getting the strikers the fair treatment they wanted.

ambushing lure
seizure demented
longevity

6. King felt that anyone who would stab him for nothing must be _____.
7. Because of many threats against his life, however, he was not too sure about his own _____.
8. An enemy could _____ him into an unsafe place by pretending to be ill or wounded.
9. A gunman lying in wait and then _____ him was another very real possibility.
10. Many of his followers had already suffered _____ followed by forcible imprisonment.

Comprehension Score

Vocabulary Score

WRITING —

What two feelings about his own death does Dr. King express in this speech? Write two or three paragraphs explaining each. Use examples from the text to support your ideas.

STUDY SKILLS —

Read the following passage and answer the questions that follow it.

How to Concentrate, II

You have seen two techniques that you can use to improve concentration. They involve (1) increasing motivation, and (2) preparing to study. Here are three other techniques:

3. Set a Time. Have you ever noticed how timing brings out peak efficiency? Almost every athletic event is closely timed, or else the participants are competing against time. For instance, in track events the winner's time generates as much interest as does the place in which he or she finishes. Timing is a natural incentive to competitive athletes—they can't resist the challenge. You can make use of your sense of competition when you have an assignment to complete or a lesson to study. Set a time for the completion of the task. Your inclination to beat the clock may inspire the sustained concentration you need. Timing, put simply, builds concentration.

4. Pace the Assignment. Trying to do too much too soon will destroy concentration, not increase it. When an assignment is long, involved, and complex, it's best not to try to complete it at one sitting. Segment the task into 20-minute parcels and spread out the periods of study. Returning to an unfinished task makes it easier to regain concentration, because you want to see the job completed. That desire to get the job done helps build the kind of concentration you need.

5. Organize the Task. One major reason students can't concentrate is that often the assignment is unplanned and vague. When that is the case, the assignment itself is a distraction. Through skills of previewing and questioning you should be able to organize the assignment into a series of related and specific tasks. List exactly what you wish to learn or accomplish in the designated periods of study. Then set up a time framework and stick to it.

1. To help concentration, it is suggested that you set a _____ for completion of the assignment.
2. If an assignment is very long or complex, divide it into sections and _____ out the periods of study.

Selections from the Black, Book One

3. For instance, if you found this selection about Martin Luther King difficult to read, you could have segmented it into two shorter _____ of time.
4. It is important to organize the assignment into several definite _____ before you begin.
5. One part of your plan for reading the King selection should have been to consider your reading purpose of understanding King's _____ about life and death.



INTERMEDIATE LEVEL

10

Martin Luther King, Jr.

Civil Rights Leader (1929–1968)



Timeline of Important Events

1929	1953	1955	1963	1963	1965	1968
M.L.King, Jr., is born in Atlanta, Georgia	Marries Coretta Scott	Montgomery bus boycott begins	Leads marches in Birmingham, Alabama	March on Washington	Leads voting rights campaign in Selma, Alabama	Shot and killed in Memphis, Tennessee

A Vocabulary Preview

Complete these sentences. If you need help, check the definitions in the glossary.

prestigious demanding scholarship date reluctance

1. The workers are _____ more money. They told the company that it has to pay them more or they won't work.
2. I often take my girlfriend out to dinner and the movies. We _____ a lot.
3. Harvard is one of the world's best universities. It's a very _____ school.
4. Brian doesn't want to have an operation. The doctor understands his _____ to have the operation, but he told Brian he has to have it.
5. Maria is an outstanding student, and she won a four-year _____ to college. She won't have to pay anything for her college education.

prejudice eloquence commitment awarded boycott

6. The soldier was _____ a medal for risking his life to save another soldier.
7. Mario is a lawyer and is known for his _____. He's a great speaker.
8. Many people were so angry at the company that they started a _____. They stopped buying the company's products.
9. Maureen works hard. She's never late and never misses work. She has a strong _____ to her job.
10. To judge people by the color of their skin is _____.

B Story Preview

Discuss these questions before reading about Martin Luther King, Jr.

1. Martin Luther King, Jr., was a minister. Because of his religious beliefs, he fought hate with love and violence with nonviolence. How do you think people felt about his approach?
2. King was a very good public speaker. Why was this important for his work as a minister and civil rights leader?
3. As a little boy, King was not allowed to play with his white friend. Many newcomers to the United States also face prejudice. Have you ever experienced prejudice? If so, in what way?

Martin Luther King, Jr. 75



Martin Luther King, Jr.

Civil Rights Leader (1929–1968)

On August 28th, 1963, 250,000 people, black and white, marched on Washington, D.C., demanding that Congress pass the Civil Rights Bill¹. The demonstrators marched to the Lincoln Memorial where they sang, prayed, and listened to speeches. The last speaker was Martin Luther King, Jr. He electrified the crowd as he described his dream of an America where all would be free. King ended his famous speech with these words: "Free at last! Free at last! Thank God Almighty, we are free at last!"

Martin Luther King, Jr., was born on January 15, 1929, in Atlanta, Georgia. His family and friends called him M.L. or Mike. He was an excellent student and an outstanding debater with a powerful voice. He also liked to dance, to date, and to play football. He graduated from high school at 15 and entered Morehouse College, a prestigious, all-male, all-black institution in Atlanta, Georgia. He became a Baptist minister while still in college.

After graduating from Morehouse in June 1949, King went to Crozer Theological Seminary in Chester, Pennsylvania. In 1951, he graduated first in his class and won a scholarship to continue his studies.

Marries Coretta Scott: Leads Bus Boycott

King enrolled in Boston University to study for a doctorate in theology. Here he met Coretta Scott. Despite Scott's initial reluctance to marry a minister and give up a music career, they were married in June 1953. They had four children, Yolanda, Martin Luther III, Dexter, and Bernice.

On December 1, 1955, an African American woman by the name of Rosa Parks was arrested in Montgomery, Alabama, for refusing to give a white man her seat on a bus. The African Americans of Montgomery started a bus boycott under the leadership of King. The boycott lasted for more than a year. Finally, the Supreme Court ruled that the Montgomery law segregating buses was unconstitutional. This ended the bus segregation and the boycott.

Leads Marches in Birmingham and Selma

Since Martin Luther King, Jr., was a minister, he was influenced and inspired by the life and teaching of Jesus. However, he was also influenced and inspired by the teaching of Mahatma Gandhi² and his commitment to nonviolent protest.

In April of 1963, King went to Birmingham, Alabama, where he led marches demanding the desegregation of public places in the city. King was arrested and put in jail. The marchers were met by firefighters and police officers who attacked them with fire hoses, clubs, and dogs. In June, President Kennedy addressed the nation and sent a strong Civil Rights Bill to Congress. After
30 Kennedy's death, the Civil Rights Bill was passed and signed by President Johnson on July 2, 1964.

In January of 1964, Time magazine named King its "Man of the Year." And on December 10, 1964, King received an even greater honor. He was awarded the Nobel Peace Prize in Oslo, Norway. He was the youngest person ever to receive the honor.

In February of 1965, King went to Selma, Alabama, to encourage and help blacks to register to
35 vote. But the marches and demonstrations there were met by police brutality as bad as in Birmingham. As a result, President Johnson sent Congress a Voting Rights Act that was passed in August of 1965.



Martin Luther King, Jr.,
was put in jail for his beliefs

Shot and Killed in Memphis

King went to Memphis, Tennessee, in April of 1968 to lead a march in support of striking
40 sanitation workers. While standing on the balcony of his hotel, he was shot and killed.

Martin Luther King, Jr., was a leader of great courage, sincerity, and eloquence. He was
45 intelligent and compassionate, a man of faith and of action. He fought hatred and prejudice with love and understanding, violence with nonviolence. He was a man of peace, who had an extraordinary influence on America and the world.

1. In June of 1963, President Kennedy had sent a strong Civil Rights Bill to Congress. The purpose of the march on Washington was to put pressure on Congress to pass the bill.
2. Mahatma Gandhi (1869-1948) was an Indian political and spiritual leader. He led the nonviolent protests that forced England to grant independence to India in 1947.

Martin Luther King, Jr. 77

C Comprehension

Answer these questions about the story. Use your own ideas to answer questions that have a lightbulb.

Paragraph 1

1. What did the demonstrators do at the Lincoln Memorial?



2. When President Kennedy first heard about the march on Washington, he wasn't happy about it. What do you think he was afraid of?

Paragraph 2

3. Name three things that King liked to do when he was in high school.

Paragraph 3

4. How do we know that King was a very good student at Crozer Theological Seminary? Give two reasons.

Paragraph 4

5. What was Coretta Scott reluctant to do?



6. When you are married to a minister, people watch the way you act and also expect you to be active in church affairs. Why is this so?

Paragraph 5

7. Why was Rosa Parks arrested?

Paragraph 6

8. Whose lives and teachings influenced and inspired King?

Paragraph 7

9. What did King demand in Birmingham?

Paragraph 8

10. What two honors did King receive in 1964?

Paragraph 9

11. Why did King go to Selma?

Paragraph 10

12. What happened to King in April of 1968?

D Story and Vocabulary Review

Complete the story with these words.

sanitation

awarded

electrified

brutality

scholarship

prestigious

prejudice

boycott

eloquence

demanding

Fighting Violence with Nonviolence

In August 1963, 250,000 people marched on Washington, D.C., _____¹ that Congress pass the Civil Rights Bill. Martin Luther King _____² the crowd with a speech describing his dream of a free America.

King graduated from high school at 15 and entered _____³ Morehouse College.

In 1951, King won a _____⁴ to continue his studies at Boston University.

In 1955, Rosa Parks was arrested in Montgomery, Alabama. The African Americans there started a bus _____⁵ that lasted for more than a year.

In April 1963, King went to Birmingham to lead marches demanding the desegregation of public places. Firefighters and police officers attacked the marchers with fire hoses, clubs, and dogs.

In 1964, Martin Luther King was _____⁶ the Nobel Peace Prize.

King went to Selma, Alabama, in 1965 to help African Americans register to vote. Marchers there were met by police _____⁷ as bad as in Birmingham.

In April 1968, King went to Memphis, Tennessee to lead a march in support of striking _____⁸ workers. While standing on the balcony of his hotel, he was shot and killed.

King was a leader of great courage, sincerity, and _____⁹. He fought hatred and _____¹⁰ with love and understanding.

Martin Luther King, Jr. 79

E Dialog



A Boycott, Gandhi Style

A reporter from Time magazine is talking to Martin Luther King, Jr., about the bus boycott in Montgomery, Alabama.

Read or listen to the dialog. Then role-play it with a partner.

Reporter: Who's organizing the bus boycott?

King: The Montgomery Improvement Association.
I'm president of the Association.

Reporter: What's your main goal?

King: Seating on a first-come, first-served basis on all buses.

Reporter: And what else do you want?

King: I want the bus company to hire black drivers.

Reporter: How long can you keep up the boycott?

King: As long as it takes. Many people walk to work; we also have car pools.

Reporter: Won't the boycott lead to violence?

King: It shouldn't. We'll meet hate with love. We shun violence.

Reporter: That sounds like Gandhi.

King: Exactly. I have long admired Gandhi and his ways.

Reporter: But aren't you a Baptist minister?

King: Yes, I am, but I also like Gandhi's ideas.

Vocabulary Note

When you have a **car pool**, two or more people go to work in one car.

First-come, first-served seating means that the people who arrive first sit where they want to.

To **keep up** means to continue.

To **shun** is to stay away from something or someone.

F Discussion and Writing

Discuss these questions in pairs or small groups and write your answers to them.

1. King was an excellent student, but he also liked to dance, to date, and to play football. What does that tell us about him?
2. King thought that the best way to fight segregation was in the courts and with new laws. But he fought prejudice with love and understanding. Do you think that was and is the best way to fight prejudice? Explain your answer.

3. When King finished his studies at Boston University, he was offered three positions as a minister. Two positions were in the North, and one was in the South. Why do you think he chose the position in the South?
4. The TV news programs that showed the police in Birmingham and Selma attacking peaceful marchers helped the civil rights movement a lot. How?
5. King went to Selma, Alabama to help African Americans to register to vote. Why was it so important for African Americans to register and vote?
6. Do you think African Americans today have an equal opportunity to get a good education? Explain your answer.
7. The United States has many African American mayors, members of Congress, and other elected officials. Do you think that one day it will have an African American president? Explain your answer.
8. Reread the life of John F. Kennedy (pages 50–51). In what ways were King and Kennedy alike?



Further Reading

1. Claybourne, Anna. *Martin Luther King, Jr.: Civil Rights Hero*. In the series, Famous Lives. Austin, Texas: Raintree Steck-Vaughn, 2002.
2. Feeny, Kathy. *Martin Luther King, Jr.: A Photo-illustrated Biography*. In the series, Photo-illustrated Biographies. Mankato, Minnesota: Bridgestone Books, 2002.
3. McKissack, Patricia and Fredrick. *Martin Luther King, Jr.: Man of Peace*. (Revised Edition) In the series, Great African Americans. Berkeley Heights, New Jersey: Enslow Publishers, 2001.
4. Raatma, Lucia. *Martin Luther King, Jr.* In the series, Compass Point Early Biographies. Minneapolis, Minnesota: Compass Point Books, 2002.
5. Winget, Mary. *Martin Luther King, Jr.* In the series, History Maker Bios. Minneapolis, Minnesota: Lerner Publications, 2003.



Websites

1. Center committed to preserving King's legacy: thekingcenter.com
2. Biography, collected speeches, documents, go to: www.stanford.edu; search: Martin Luther King, Jr.
3. Museum exhibits and collections about the civil rights movement: www.civilrightsmuseum.org/
4. Virtual tour of important civil rights movement historic sites, go to: www.cr.nps.gov/; search: civil rights
5. Discussion of nonviolence as a strategy, other perspectives on the movement, video clips, recorded speeches, go to: www.pbs.org/; search: Martin Luther King, Jr.

Martin Luther King, Jr. 81

Appendix 4 "I Have a Dream" by Martin Luther King, Jr.

On August 28, 1963, Martin Luther King, Jr., gave the following speech to 250,000 people at the Lincoln Memorial in Washington, D.C. Millions more watched on TV.

Sections of Martin Luther King's Speech

I have a dream that one day this nation will rise up and live out the true meaning of its **creed**: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of **former** slaves and the sons of former slaveowners will be able to sit down together at a table of brotherhood... I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

I have a dream that one day the state of Alabama... will be **transformed** into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers. I have a dream today... With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to **stand up for** freedom together, knowing that we will be free one day.

When we let freedom ring, when we let it ring from every village and every **hamlet**, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old **Negro spiritual**, "Free at last! Free at last! Thank God Almighty, we are free at last!"

Vocabulary Notes

creed: a set of beliefs

former: past

transformed: completely changed

stand up for: to support

hamlet: small village

Negro spiritual: traditional song originally sung by enslaved Africans containing biblical and anti-slavery messages



HIGH SCHOOL LEVEL

Chapter 13 A TIME FOR PROTEST

AIM: How did Blacks in the South use direct action to gain their rights?

1. A new stage in the civil rights struggle began on December 1, 1955. In Montgomery, Alabama, a Black woman named Rosa Parks took a seat on a city bus. The bus became crowded. The driver told her to give up her seat to a White man and move to the back. By law all Blacks were supposed to move to the back of the bus so that Whites could sit up front. Parks refused. The bus driver had her arrested for breaking the city's segregation law. Montgomery's Black leaders decided to protest. They called on Blacks to boycott, or not use, the bus system until they were treated fairly. Blacks walked or used car pools. A young minister became leader of the boycott. His name was Dr. Martin Luther King, Jr. City officials tried to break the movement by sending its leaders to jail. In November 1956, the Supreme Court ruled that segregation in transportation was illegal. The city ended its Jim Crow travel laws. The bus company gave in and desegregated its system.

2. In 1957, several Black church groups formed the Southern Christian Leadership Conference (SCLC). Dr. King was its head. The



▲ Rosa Parks being interviewed after she was arrested for breaking a Jim Crow law in Montgomery, Alabama

SCLC's aim was to desegregate facilities in other southern cities through peaceful means. The SCLC started boycotts, demonstrations, and voter registration drives.

3. On February 1, 1960, four Black college students sat at the lunch counter of a store in Greensboro, North Carolina. They ordered coffee. As they expected, the store would not serve them because they were Black. However, they stayed in their seats until the store closed. In a few days "sit-ins" like the one in Greensboro spread across the South. In April 1960, some of the students formed the Student Non-violent Coordinating Committee (SNCC). By 1962, SNCC had used the sit-in tactic to integrate other public facilities in more than 100 cities.

4. Another protest tactic was the Freedom Ride. This was used by the Congress of Racial Equality (CORE), headed by James Farmer. In 1961, thousands of Blacks and Whites rode buses and trains in the South. These Freedom Riders wanted to show that court rulings against segregation in transportation were not being obeyed. The Freedom Riders met violent resistance. President John F. Kennedy sent federal marshals to protect them. The Freedom Ride movement spread.

5. In May 1963, civil rights marchers began to parade through Birmingham, Alabama. The police used high-pressure hoses, dogs, and cattle prods against them. Pictures of this violence won support for the civil rights movement throughout the country.

6. In 1963, A. Philip Randolph, the union leader, and other civil rights leaders called for a march on Washington, D.C. The purpose of the march was to influence Congress to pass new laws against segregation. On August 28, 1963, around 250,000 people gathered in front of the Lincoln Memorial in the nation's capital as millions of Americans watched on television. The high point of the march was Dr. King's famous speech, "I Have a Dream." This event is remembered as the peak of the civil rights movement of our time.

Understanding What You Have Read

A. Write the name of the person next to the statement he or she might have made.

Rosa Parks Dr. Martin Luther King, Jr. John F. Kennedy
James Farmer A. Philip Randolph

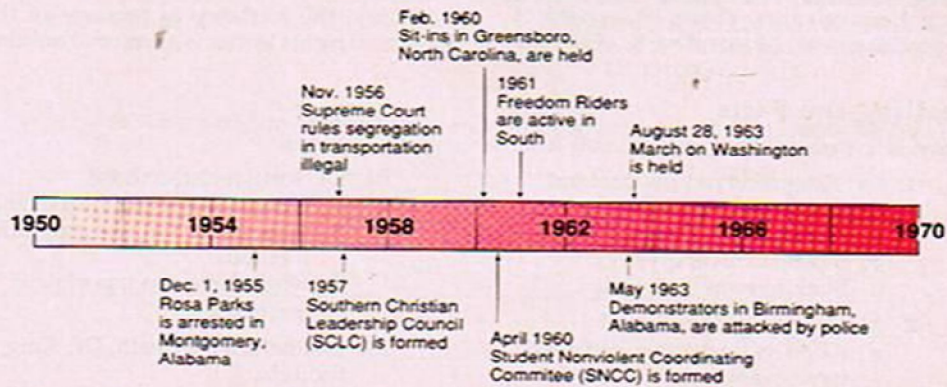
- _____ 1. I sent federal marshals to Montgomery to protect Freedom Riders.
- _____ 2. I was the leader of the Congress of Racial Equality.
- _____ 3. I refused to give my seat on a bus to a White man.
- _____ 4. I called people to march on Washington in 1963.
- _____ 5. I was the first head of the Southern Christian Leadership Conference.

B. In each of the sentences that follow, the underlined word makes the statement true or false. If the sentence is true, write T in the blank before it. If it is false, write the word that makes it true.

- _____ 1. The Montgomery bus boycott ended when the bus company gave in.
- _____ 2. The Freedom Riders were welcomed in the South.
- _____ 3. The purpose of the 1963 March on Washington was to influence Congress to pass laws against segregation.
- _____ 4. The sit-in students wanted to segregate public facilities.

Linking Past to Present

Study the time line. Then complete each sentence.



1. When were the police active against civil rights? _____
2. How long after the formation of the SCLC was the march on Washington held? _____
3. How long after the Supreme Court decision did the Freedom Riders demonstrate? _____
4. How long ago was Rosa Parks arrested? _____

Spotlight on People



Martin Luther King, Jr. Martin Luther King, Jr., was born in Atlanta, Georgia, in 1929. He entered Morehouse College in Atlanta at age 15. After becoming a minister, he continued his studies at Crozer Theological Seminary in Pennsylvania. There, he learned of the teachings of Mohandas K. Gandhi.

Gandhi was a Hindu leader who had shown the power of nonviolence in winning independence for India in 1947. King saw that the Black struggle in the United States was a moral one. He decided it could not succeed by using immoral methods. He decided never to use violence.

While studying for his doctoral degree at Boston University, King met Coretta Scott. A talented singer, she was training for a concert career. She gave it up to become King's wife in 1953. The next year King was named minister of the Dexter Avenue Baptist Church in Montgomery, Alabama.

Dr. King's decision never to use violence was not an easy idea to follow. In the civil rights demonstrations, he faced dogs, clubs, and insults of Whites. The temptation to fight back was strong. Yet King declared, "We will not resort to violence. We will not degrade ourselves with hatred. Love will be returned for hate." In 1964, Dr. King received the Nobel Peace Prize.

On April 4, 1968, Dr. King was killed in Memphis, Tennessee, by a White escaped convict.

Today, the birthday in January of this great civil rights leader is a national holiday.

Recalling the Facts

Choose each correct answer and write the letter in the space provided.

- | | |
|---|--|
| _____ 1. Dr. King received his doctoral degree from
a. Morehouse College.
b. Boston University.
c. Buckingham University. | _____ 4. Dr. King resisted those
a. who tried to send him to jail.
b. who wanted to use peaceful methods.
c. who wanted to use violent methods. |
| _____ 2. Mohandas K. Gandhi led
a. a non-violent independence movement.
b. the boycott in Montgomery, Alabama.
c. a group that practiced violence. | _____ 5. Just before his death, Dr. King thought
a. he had been a failure.
b. he should change his ideas.
c. victory was in sight. |
| _____ 3. Dr. King told others to return hate with
a. love.
b. more hate.
c. attacks. | |

Using Primary Sources

The speech that Dr. Martin Luther King, Jr., made at the Lincoln Memorial in 1963 was a high point of his career. Here is a part of it.

I have a dream that one day on the red hills of Georgia sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood. . . .

I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident that all men are created equal. . . .

I have a dream that my little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. . . .

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. . . ."



▲ Some of the thousands of Americans who came to the nation's capital to take part in the March on Washington.

1. What was King's dream for the southern Whites who opposed civil rights for Blacks?

2. What was King's dream for his own children?

CHAPTER REVIEW: CRITICAL THINKING

Dr. King once said, "Three simple words describe . . . what Negroes really want. The words are *all*, *now*, and *here*."

1. Explain what he meant by this statement. _____

2. What factors made the civil rights movement successful after World War II? _____

A decorative border of yellow pencils with pink erasers surrounds the page. The pencils are arranged in a rectangular frame, with some pencils at the corners and others along the edges, all pointing outwards.

REMEDIAL LEVEL

BEFORE YOU READ

Lesson

13

THE CIVIL RIGHTS MOVEMENT BEGINS

LEARN NEW WORDS

Say each word. Write the word in the sentence.

arrest (uh-REST)

1. The police can _____ a person who has broken a law.

civil rights (SIV-ul-RITS)

2. Basic rights of all citizens to live their lives in freedom are _____.

nonviolent (non-VY-uh-lunt)

3. To protest in a peaceful way is to be _____.

LEARN A SKILL: Finding the Main Idea and Details

You have learned that a **main idea** sentence gives the important ideas in a reading. Often the main idea sentence is the first sentence in a paragraph. But sometimes this sentence can come in the middle or the end. A **detail** sentence tells more about the main idea.

Read paragraph 4 on page 59. Write the sentence that gives the main idea. Then write the detail sentences.

Main Idea: _____

Detail Sentences: _____

Hint:

Sometimes the **main idea** sentence can come in the middle or at the end.

MAKE PREDICTIONS

Read the title and headings. Use them to make predictions.

Put a (✓) mark next to the things you think you will learn.

_____ why Rosa Parks was arrested

_____ what a sit-in was

_____ what the Montgomery boycott was

_____ what happened on a Freedom Ride

_____ how much a bus ride cost

_____ when protest marches began

OBJECTIVE: Read to find out what African Americans did to win civil rights.

TIP: Looking for main ideas and details will help you.

WHILE YOU READ

Lesson **13**

Rosa Parks Is Arrested

1. On December 1, 1955 in Montgomery, Alabama, a Black woman named Rosa Parks took a seat in the "Whites only" part of a bus. The bus got crowded. The driver told Mrs. Parks to give up the seat to a White man. Mrs. Parks said no. The driver called the police to arrest Rosa Parks.

2. Rosa Park's arrest in 1955 began a new kind of Black protest. The protesting was called the civil rights movement. Civil rights are rights given to people by the Constitution. Blacks began the civil rights movement to make certain Black people were given these rights.

Montgomery Bus Boycott

3. Blacks in Montgomery were angry when they heard about Rosa Parks. African American leaders decided Blacks should boycott Montgomery buses. If Blacks did not ride buses, the bus company would lose money. This could make the company change the rule about segregated buses. The boycott was led by the young minister, Dr. Martin Luther King, Jr.

4. Most Blacks in Montgomery stopped taking buses. The boycott leaders were put in jail. But Blacks did not stop the boycott. The bus company began to lose money. To everyone's surprise the Montgomery Bus Boycott began working!

5. In November 1956, the Supreme Court ruled that segregating public travel was illegal. The city of Montgomery had to stop



▲ Rosa Parks was arrested for not giving up her bus seat to a White man.

segregating Blacks and Whites on buses. Blacks had won an important right to equal treatment in public places. The Montgomery boycott had worked.

REVIEW

What did Blacks do after Rosa Parks was arrested? Hint: Paragraph 3 will tell you.

Dr. King Uses Nonviolent Protest

6. Blacks knew the fight for civil rights would be hard. But leaders like Martin Luther King, Jr. said the struggle must be done peacefully. No matter what Whites did, Blacks would be nonviolent.

7. In 1957, King became the leader of the Southern Christian Leadership Conference (SCLC). The SCLC was made up of Black church groups. The goal of the SCLC was to use nonviolent protests to end segregation. The SCLC registered Blacks and led boycotts.

Sit-Ins Begin

8. How could people fight segregation in a nonviolent way? In 1960, four young Black students sat at a store lunch counter in Greensboro, North Carolina. The store would not serve Blacks. The students had a "sit-in" until the store closed. Soon sit-ins had spread across the South.



What did four young Black students use to fight segregation?

9. In April 1960, Black students formed the Student Nonviolent Coordinating Committee (SNCC). SNCC used sit-ins to integrate public places in over 100 cities.

Freedom Rides Begin

10. Freedom Rides were another nonviolent way to protest segregation. Freedom Rides were begun by the Congress of Racial Equality (CORE). On a Freedom Ride, Blacks and Whites sat together.

11. Freedom Rides were dangerous. Buses were burned. Freedom riders were put in jail. White mobs sometimes hurt and killed the riders. President John F. Kennedy had to send U.S. police to protect the riders.

Protest Marches Begin

12. Marches were another nonviolent way to protest segregation. In May 1963, civil rights workers marched in Birmingham, Alabama. The marchers were sometimes met by angry mobs. Police used fire hoses and dogs against the marchers. Pictures of marchers being attacked were shown on TV. Millions around the U.S. saw what was happening. The civil rights movement got more support.

13. Violence and hatred did not stop the civil rights movement. In August 1963, a huge march was held in Washington, D.C. Over 250,000 Blacks and Whites marched. The march showed U.S. leaders the need for more laws against segregation. At the March on Washington, Dr. King gave his famous "I Have a Dream" speech. Millions saw the march and the speech on TV.

During the March on Washington, Dr. Martin Luther King, Jr., made a famous speech. Here is part of that speech:

"I have a dream that one day on the red hills of Georgia sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood..."

"I have a dream that my little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character..."



▲ Dr. Martin Luther King, Jr. gave his "I Have a Dream" speech on August 28, 1963 during the March on Washington.

CHECK THE OBJECTIVE: Write down one thing that African Americans did to win civil rights.

AFTER YOU READ

Lesson **13**

UNDERSTANDING WHAT YOU HAVE READ

Read each pair of sentences. Underline the sentence that is true.

1. The Montgomery bus boycott ended segregation on buses.
The Montgomery bus boycott ended integration on buses.
2. Black leaders decided to use nonviolent ways to protest segregation.
Black leaders decided that nonviolent protest would not work.
3. Sit-ins were used to fight segregation on buses.
Sit-ins were not used to fight segregation at lunch counters.
4. Freedom rides were used to fight segregation on trains and buses.
Freedom rides were used to fight segregation in government.

Spotlight on People: Dr. Martin Luther King, Jr.

Martin Luther King, Jr. was born in 1929 in Atlanta, Georgia. As a minister, King studied the teachings of Gandhi. Gandhi was a Hindu leader from India. Gandhi had used nonviolent protest to help win freedom for his country. King decided to follow Gandhi's example.

Dr. King's decision never to use violence was not an easy one to keep. King led many civil rights protests. He had to face dogs, clubs, and insults. The feeling of wanting to fight back was strong. But Dr. King's beliefs in nonviolence were stronger. In 1964, Dr. King won the Nobel Peace Prize.

In April 1968, Dr. King was killed in Memphis, Tennessee, by a White escaped convict. Today, Martin Luther King, Jr.'s birthday in January is a national holiday.



▲ Dr. King gave the "I Have a Dream" speech at the March on Washington.

Name _____

5-21

MARTIN LUTHER KING, JR. DAY

Directions: Fill in the blanks with words from the scroll.

Dr. Martin Luther King, Jr. was born on (1) _____ 15, 1929. He was a civil (2) _____ leader who believed in using nonviolent means to bring about social, political, and economic (3) _____ for blacks. In 1964 he (4) _____ the Nobel peace prize for his efforts.

Many (5) _____ Americans did not agree with Dr. King's (6) _____ methods. On April 4, 1968, Dr. King was (7) _____ in Memphis, (8) _____. Today, his birthday is (9) _____ as a national holiday in order to honor a great leader.

assassinated

equality

won

celebrated

nonviolent

black

Tennessee

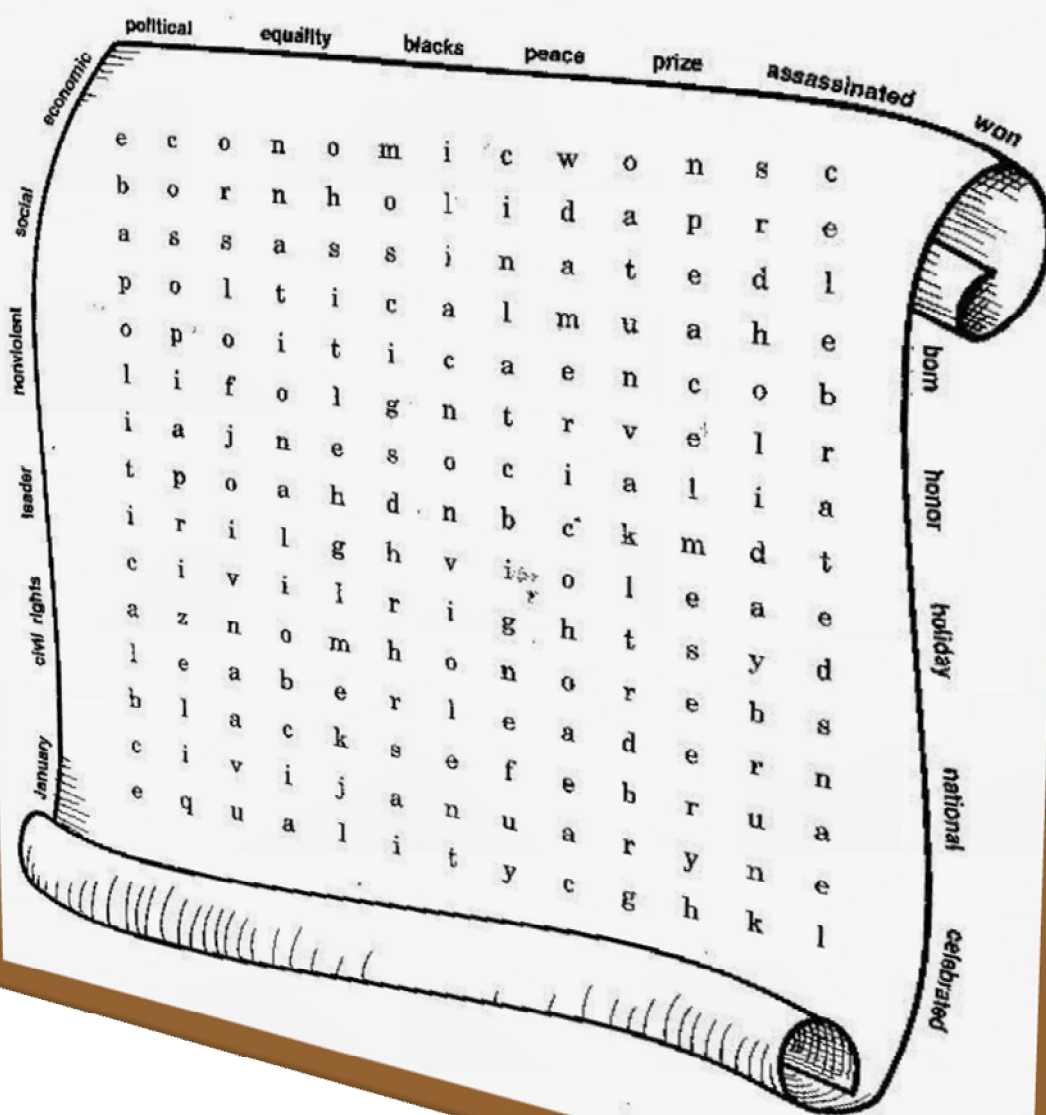
rights

January

Name _____

MARTIN LUTHER KING, JR. WORD HUNT

Directions: Circle the hidden words. You may go across and down.



This education lesson is a volunteer fair use ESL instructional modality. It is one of my previous volunteer ESL lessons. It is posted to encourage ESL instructional planning creativity. This is a sample ESL high interest, multicultural, multilevel, vocabulary, discourse, and reading/writing comprehension builder lesson, coupled with effective grammar exercises. The materials are designed for middle, high school, adult education, and college level intermediate ESL.

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THE END!